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| **Department:** | **World Languages** | | | | |
| **Course:** |  | | | | |
| **AP Theme** | Global Challenges  Beauty and Aesthetics  Families and Communities | | | Personal and Public Identities  Contemporary Life  Science and Technology | |
| **Topic:** | *Does the topic allow for connections to self, community and the world? Does it allow for connections to an AP theme?* | | | | |
| **Learning Scenario** | *Do the learning scenario and/or unit goals capture the 21st Century Curriculum Mindset?*   * *Communicatively Purposeful: Building Toward Proficiency* * *Culturally Focused: Developing Interculturality* * *Intrinsically Interesting: Relevant to Learners* * *Cognitively Engaging: Requiring Critical Thinking Skills* * *Standards-Based: Reflecting Goals for Learning Languages* | | | | |
| **Stage 1: Desired Results** | | | | | |
| **Understandings** | *Does the enduring understanding capture an idea that reflects something that we want students to remember long after they have left the classroom?* | | | | |
| **Essential Questions** | *Does the essential question promote inquiry and thinking? Is it one that can be answered to some degree in the target language? Is is a question that is nuanced, one that does not have right and wrong answers?* | | | | |
| **Skills / Functions**  what students know, understand and be able to do | | | **Knowledge**  what students need in terms of vocabulary and structures to demonstrate their knowledge | | |
|  | | | **Grammar** | | **Vocabulary** |
| *Are the skills and functions described in terms of what students will actually do with the language?*  *Do the functions reflect language as it will be used in a country where the target language is spoken?* | | | *Do the structures that are being taught support the language functions that are needed for the unit?*  *Will grammar be taught in an appropriate context?* | | *Is the vocabulary relevant to the task? Are the words useful, those that will be used in real-life by a person of that age?*  *Does the vocabulary include expressions that are unique to the topic, ones that may be found in authentic text on this topic?* |
| **Stage 2: Assessment Evidence** | | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | | |
| **Interpretive**  *Reading, listening and/or viewing authentic text. Not a test of what has been done in class.* | | * *Do these tasks allow learners to demonstrate how well they have met the goals of the unit? Do they address all or most of the goals of the unit?* * *Are the tasks real-world? Do they allow students to use language in age-appropriate ways?* * *Do they allow students to reflect on the enduring understanding and the essential question?* * *Are they integrated throughout the unit as appropriate. For example, the interpretive tasks may be done earlier than presentational and interpersonal since the interpretive tasks inform the topics for the other 2 modes.* * *Do the tasks incorporate 21st Century Skills and Common Core Standards?* * *Do the students know what they are supposed to do and how they will be assessed?* * *Does the rubric allow for feedback? Can students see what they will need to do to improve their performance?* | | | |
| **Interpersonal**  *Unrehearsed meaningful communication between students working in pairs or small groups.* | |
| **Presentational**  *Rehearsed spoken or written communication ideally for an audience beyond the classroom and teacher.* | |
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